**Timothy Winans (Day 3)**

**Date: 5-9 December 2011 (Thursday and possibly into Friday if we do not have the time to finish all of the activities).**

5th Grade Room 306

Daily Schedule

**8:15-8:30** Vocabulary Word of the Day: Migrant Worker. After a brief explanation use the words in a short paragraph.

**8:30-8:45** Preview agenda do the problem of the day; take attendance, and lunch count

**8:45-9:35 Specials**: Day 1 Art with cutting (Thank you cards to create

for the Interview on day 1)

Day 2 P.E. with Nguyen

(mini-lesson provided)

**Day 3** Music with Nakamura

(mini-lesson provided on Music/Science on the lesson plan).

**9:35-10:45** Math and Science Problem Solving

* **Mini Lesson**: This is a continuation from day 1 and day 2. I will discuss maps: Students will compare and contrast modern day maps from maps of the past. I will have 2 model maps hanging up. The maps will cover a lot of ocean area and we will discuss the routes that explorers and people that have migrated to the U.S. took – also, why were these routes chosen. This mini-lesson used to demonstrate the lengths that people who migrated took to get to America.

**10:45-12:05** Integrated Language Arts/ Journal.

Students will be called upon to recite this true story of a person who faced difficult times in Florida of 2011:

I do believe that the laws in the USA are necessary but it also needs to be fair to the people. My family and I have been treated very unfairly by the immigration laws in the USA. About 5 years ago I was arrested for my own prescription medicine. I tried to get the case dismissed but I had the most unprofessional and unhelpful attorney and ended up getting 2 years probation which was unfair but finished it up without any problems. One Sunday morning in April of 2011, I was home with my 3 little girls and around 7am we were awakened by a banging on the front door. My little girls woke up crying and scared. When I checked the front door it was immigration officers that told me they had a warrant for my arrest and took me away in handcuffs in front of my little girls and all of my neighbors like if I was a bad criminal. I was taken to immigration jail and spent 2 of the longest and hardest months of my life. Don’t let me start on how corrupt and unfair the treatment is in that evil place.  I thought after seeing the judge and him hearing my case and understanding that I have a family with little children he would surely understand and give me a chance to live in the USA, but he me deported after all that time in jail and away from my family. I have lived in the USA for 22 years I am a Paramedic Firefighter and have served the citizens of America and saved many lives with no thanks from anyone. Is this what America about, destroying beautiful families and traumatizing and hurting beautiful little girls? I left Trinidad 23 years ago and everything has changed. Is this what we do to good hard working American families?  
Anthony   
Cooper City, Florida

**Journal**: If this was me what would I do? How have the laws effected my in either a positive way or negative way, again, if I was the person who wrote this narrative of her life. Did this happen due to race? (Those are examples) **the students will come up with their own questions.**

\*\* The teacher will collect the journals after class or by the end of the next day (if it is not completed or the students feel they would like to write more, this will be considered a homework assignment).

**12:05-12:45** Recess and lunch

**12:45-1:00** Health

We (as a class will go to the site Mayo Clinic) <http://www.mayoclinic.com/health/DiseasesIndex/DiseasesIndex>

And discuss and the reasons why so many People that Migrated (100,000 people had tuberculosis)  What were the causes and how did it spread (plus many more questions as we discuss it more will be formed by the students).

1:00-1:20 Further Preparing for the Oral History Presentation

Computer Lab or Writers Workshop to continue creating Oral History Presentation: If more time is needed it will be given until the actual presentation on Friday, the 9th of December 2011.

1:30-2:15 (Mini Lesson Time)

* I will use the past KWL questions generated and add onto these by the mini lessons given (listed below). The questions will grow after the mini lessons and prior to the research actually taking place; the questions will come first. I will then ask the students “how” they will go about finding the answers to their questions through research. The students will look through the books and think of any additional questions they might have.

\*\* All of the information to the ONLINE sources will be on a server that I map to each computer so that the students (when they log on) will just have to click the link provided: [www.5thgradeonlinesources.com](http://www.5thgradeonlinesources.com) each folder will list the countries in which people migrated from (or) general migration factual online eBooks provided and loaded by (I) the teacher.

**Mini Lesson 1:** (Math) on the lesson Plan

* Students will calculate the interest on a loan based on a percentage rate.
* Students will explore different types of interest rates.
* Students will investigate the history of interest charges on borrowed money.
* Students will relate what they learn about interest rates on a loan to the cost over a ten-year period.

**Mini Lesson 2**: (Science) on the lesson Plan

* Students will explore the production of sound through vibrations.
* Students will investigate how sound travels through different media.
* Students will experiment with changing the pitch of sound.
* Students will explore how sound is measured.
* Students will explore different decibel levels.

2:15-2:50 (continue with Mini Lessons after the break).

**Mini Lesson 3**:

Students’ Activity: Continue editing their Oral History Presentation.

**Conclusion:** The conclusion of this lesson will tie into the finished portion of the Unit – As a celebration, we (as a class of individuals) will plan on presenting an “Oral History Presentation Celebration” open house for family, relatives and friends to go along with the peers in the classroom across the hall. At the open house, the children could talk through their family migration stories (oral history presentations) and share what they have all learned about migration and how it affected what we know now with the visitors. To add a personal touch, snacks could be served on Blue Willow plates (or any fancy antique looking paper plates) or tea could be served in Blue Willow cups/ paper or plastic. As a final closure to this experience, we will have an afternoon with my students’ class under a tree outside if the weather is nice. It could be a time for snacks, reading, writing, drawing, or just telling stories of what has been learned.